

**Dave McNeilly Public
School
School Education Plan
2022-2023**



“Dave McNeilly Public School is a community of empowered leaders reaching our potential together.”

School Profile 2021-2022

Updated April 26, 2022

Dave McNeilly Public School, named after retired educator Dave McNeilly, opened in September 2017. At Dave McNeilly, we strive to do all things with kindness. We pride ourselves on close relationships with our students and families. Getting to know each student helps us meet their needs in a unique and personalized way. Our staff is committed to continuous improvement and takes a collaborative approach to planning and instruction. We have an extremely dedicated School Council and Fundraising Society that supports our students and staff in ensuring we have every tool necessary to provide an outstanding educational experience.

Dave McNeilly Public School has a current enrollment of 383 students up from 276 students at the same time last year. Registration for 2022-2023 is ongoing and we look forward to welcoming our new and returning students to Dave McNeilly for the new school year. There are 76 English Language Learners enrolled.

There are currently 28 students identified with special needs from Grades 1-6 at our school; 4 code 30s, 16 code 40s, and 8 code 50s. We have twenty-three First Nations, Metis, and Inuit students registered at present. Dave McNeilly Public School staff consists of 17 teaching staff, 1 full-time counselor, 8 Educational Assistants, and 2 Admin Assistants. Our projected enrollment for 2022-2023 is 415 students.

We are proud to be a Leader in Me school. Leader in Me has been paramount in establishing our school culture and is the foundation upon which we move forward into the future. We have time dedicated to leadership groups every week. At the beginning of the year, students learn about and review the seven habits. After the review, each student chooses a group based on their interests, and working together with their peers, they do various activities around the school. Some examples are Snack Bin Leaders, Plant Leaders, Seasonal Decorators, Announcement Leaders, and Public Speaking Leaders.

We are an APPLE school, promoting daily physical activity and healthy lifestyle choices. Thanks to a group of dedicated staff and students, We run a very successful breakfast program. We also provide snack bins for each classroom. Funded by our nutrition grant and our School Fundraising Society, these programs ensure that our foxes are well fueled and ready to learn! Our Physical Education teacher runs school-wide events and challenges such as the Terry Fox Run and Jumprope for Heart.

We have been using CRM (Collaborative Response Model) in our School-Based PLF time as a framework to support our goal of improving the reading levels of our students. We are planning for the continuation of the CRM during our PLFs (Professional Learning Fridays) into 2022-2023. As reflective practitioners, we sought out feedback to improve our Collaborative Response Meetings from jigsaw learning. We have reviewed the feedback and are implementing the suggestions moving forward.

For 2021-2022 we are proud to offer the Program for Academic Challenge and Enrichment (PACE Academy). We look forward to the return of our option courses in the Fall. The PACE program is very popular with our parents and students. We host 25 students in the class and there is often a short waitlist to get in.

Data analyzed to prepare our Assurance Plan included the Alberta Education Assurance Survey Results (General results and ESL; as our survey sample is small we did not receive aggregated FNMI results from the Assurance Survey), Our School Survey, FES Data, and Fontas and Pinnell Literacy Data. Staff analyzed the data and used relevant sections to formulate goals for 2022-2023; the relevant data sets are included in this report.

In preparing our School Assurance Plan, consultations were had with our School Council and Staff. Students completed surveys for the Assurance Model and Our School Survey. We look forward to working on increasing parent and community engagement in 2022-2023 as we have added it as a goal in our School Assurance Plan.



OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

- Scored Very High in Safe and Caring Schools, Program of Studies, Education Quality, Work Preparation, Citizenship, Parental Involvement and School Improvement in Assurance Survey
- Dedicated Literacy Assistance

AREAS FOR GROWTH

- Need consistent data in Numeracy to inform instruction by division
- 40% of our students are reading below Grade Level

LOCAL CONTEXT

Dave McNeilly Public School, named after retired educator Dave McNeilly, opened in September 2017. At Dave McNeilly we strive to do all things with kindness. We pride ourselves on close relationships with our students and families. Getting to know each student helps us meet their needs in a unique and personalized way. Our staff is committed to continuous improvement and takes a collaborative approach to planning and instruction. We have an extremely dedicated School Council and Fundraising Society who supports our students and staff in ensuring we have every tool necessary to provide an outstanding educational experience.

STRATEGIES FOR MOVING FORWARD

1. [PROFESSIONAL LEARNING FRIDAYS AT DAVE MCNEILLY PUBLIC SCHOOL](#)
2. CURRICULUM RESOURCES -Mathology, LLI, MIPI, Fountas and Pinnell Guided Reading, EPIC, Prodigy, Mathletics, Fountas and Pinnell Reading Benchmarks, Lexia, Mathseeds, Tumblebooks, Reading Eggs, Seesaw, Google Classroom, Dreamscape
3. HUMAN RESOURCES
LAC intensive interventions; Division II Teachers do Remedial during PACE program; PACE; District Coordinators; EA Support
4. BUDGET
Mathology, Manipulatives, LLI Kits, Books for Classroom libraries and Learning Commons collection.

INDICATORS OF SUCCESS

SHORT TERM

- Observations of teacher interactions during PLF will provide evidence of teacher growth in being able to analyze uniform data and apply it to teaching.
- Teachers will identify areas for numeracy growth using the data collected.
- Teachers have identified best practices to improve reading levels.
- Teachers are differentiating instruction to meet the needs of growing readers.
- Intensive intervention is continuing for a select group of students.

MOVING TO - DESIRED STATE

- Use of uniform assessment data and ongoing feedback take place in CRMs.
- Staff will be able to show growth in areas identified while analyzing the data collected.
- 70% of our students are reading at grade level or above.

GROWTH AREA: NUMERACY – FMPSD has a division-based numeracy coordinator and has offered professional development in numeracy instruction. At our school we have inconsistent data to inform instruction

ACTION FOR IMPROVEMENT: NUMERACY - If time and resources were made available for staff to engage in a collaborative response model where they bring forward numeracy data to inform instruction and show areas of growth and IF the school leadership team is also actively engaged in exploring and building collective knowledge about numeracy data THEN we would expect to see increased usage of numeracy data to inform and differentiate instruction.



Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<p>Teachers (Grade 2-6) have identified the MIPI as the instrument to use to inform Math instruction.</p> <p>Grade 1 teachers will utilize the Saskatchewan Math Assessment to inform instruction</p>	<p>Teachers explored and discussed various assessment tools</p>	<p>Students are meeting outcomes in numeracy, however, we do not have a consistent source of data to analyze and inform instruction.</p>	<p>Staff use a variety of data to inform instruction.</p>	<p>Staff will establish baseline data and use it to show areas in need of growth and to track progress.</p> <p>Staff will use data collected to inform instruction and plan for differentiation.</p>	<p>Observations of teacher interactions during PLF will provide evidence of teacher growth in being able to analyze uniform data and apply it to teaching.</p> <p>Teachers will identify areas of growth using the data collected.</p>	<p>Use of uniform assessment data and ongoing feedback take place during collaborative team time at PLF.</p> <p>Staff will be able to show the areas in need of growth identified while analyzing the data collected and differentiate accordingly.</p>


GROWTH AREA: LITERACY – FMPSD has a division-based literacy coordinator and has offered professional development in literacy instruction. At our school from October to March, 14% of students have moved from reading below Grade level to reading at or above. Reading at grade level remains an area of growth for our students.

ACTION FOR IMPROVEMENT: LITERACY - IF time and resources were made available for staff to engage in a collaborative response model where they bring forward evidence of their literacy instructional practices and the resulting impacts on student learning and IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective appropriate reading instructional practices THEN we would expect to see increased instances of students reading at or above grade level

Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
60% of our students are reading at or above grade level	Fountas and Pinnell reading data of most recent running records (March 2022)	89% are at level (ECDP/K) 55% are at level (DIV 1) 56% are at level (DIV 2)	Some teachers are utilizing Small Group Instruction, Cafe, Daily Five and DEAR (Drop Everything And Read) practices to improve reading levels. Teachers use Fountas and Pinnell to assess student reading levels. Intensive interventions are provided by LAC, Ms. McRae and Ms. Wang	Need to focus on letter and recognition Need to focus on phonological awareness, and sight words. Need to focus on comprehension, pulling info and applying prior knowledge from texts, and making connections to texts.	Teachers have identified best practices to improve reading levels. Teachers are differentiating instruction to meet the needs of growing readers. Intensive intervention is continuing for a select group of students.	70% of our students are reading at or above grade level

GROWTH AREA: Parent Engagement - Our vision for Dave McNeilly is to engage parents in their students learning. This year 9 parents completed the AEA survey.

ACTION FOR IMPROVEMENT: Survey parents using a family engagement survey and/or checklist to understand the different aspects of the parent/school relationship. Use the data to further engage parents in their students' learning.



Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
Coming off 2 years of no parents in school, we do not have an accurate measure of parent engagement	Low numbers completing the AEA survey	The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. Henderson & Berla, 1994, p. 1 <small>Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.</small>	Teachers send weekly updates through various platforms DMTimes is published weekly We use school messenger to communicate with parents	Share research of parental involvement improving student results and school experience Communication home to encourage parent participation Acknowledge parent and community volunteers Reintroduce agendas as a communication tool with parents	Parents complete a school engagement survey Gather ideas to improve engagement Implement strategies as identified by parents to increase parent involvement and engagement Higher numbers completing surveys More evidence of home reading	Increased parent engagement as evidenced by more parent presence in the school

